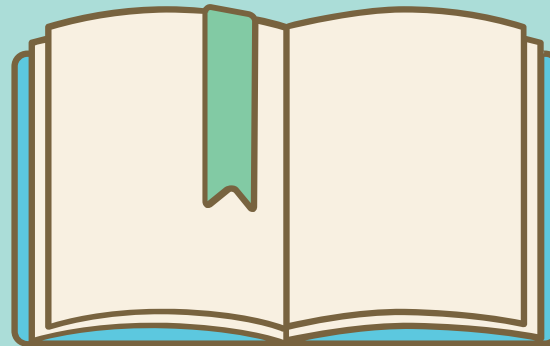




How does your revised assessment strategy impact on student workload? Make sure to include preparation time & time taken to complete and submit. (See: '[Workload and Assessment Considerations](#)')

Consider student workload



OPEN-BOOK ASSESSMENT IN A NUTSHELL

- Does the assessment align to module learning outcomes?
- What skills, knowledge or competences are students expected to demonstrate or apply?
- Does the assessment task assess conceptual understanding as opposed to knowledge or recall alone?

Think about constructive alignment

- Have you considered what VLE tools you will use? (E.g. Assignments tool or Quiz tools?)
- Have you provided students with clear guidelines on how to submit?
- Does the wording of your questions makes clear what students are required to do?

Assessment practicalities

Communicate & clarify expectations

- Do you & your students have a shared understanding of what "open book" means in your module?
- Is it clear to students which resources or materials they are encouraged to use/avoid?
- Have you included clear grading criteria & have you shared this with students in advance?

Support academic integrity

- Does the assessment task or question uphold [TCD academic standards](#)?
- Have you designed the assessment to actively mitigate against undesirable collaboration and/or collusion?
- Have students signed an honour statement?
- Are you using a plagiarism detection tool to manage submissions? (e.g. Turnitin).

